

The Office of Criminal Justice Planning

# **Juvenile Justice & Delinquency Prevention**

*Annual Report to the Governor and Legislature*

**July 2000 — June 2001**

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July 2000 — June 2001  
Governor's Office of Criminal Justice Planning  
Juvenile Justice & Delinquency Prevention Branch**

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**Annual Report to the Governor and Legislature  
July 2000 — June 2001  
Governor's Office of Criminal Justice Planning  
Juvenile Justice & Delinquency Prevention Branch**

***Principal Author***  
*Dena Salinas, CJS I*

**Research provided by:**  
*Kimberley Garth-Lewis, CJS I*  
*Juvenile Justice and Delinquency Prevention Branch*

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Juvenile Justice & Delinquency Prevention Branch**

In 1974 Congress enacted the Prevention Act (JJDP) to provide development of effective intervention programs. The Prevention Branch (JJDP) of the Planning awarded \$35,399,800 in programs during the report period. that promoted greater justice system or provided for youth that are at high risk of as well as youth who have been



Juvenile Justice and Delinquency federal funds to assist states in the delinquency prevention and Juvenile Justice & Delinquency Governor's Office of Criminal Justice federal juvenile justice funds to 178. Funded programs included projects accountability of juveniles in the prevention and intervention services entering the juvenile justice system, adjudicated.

**Mission Statement**

OCJP formulates and implements statewide criminal justice policy through comprehensive planning and program funding.

**Mission of OCJP**

The mission of the Office of Criminal Justice Planning is to improve the quality of life for the people of the State of California through financial and technical support, and proactive planning and policy development directed toward reducing crime and delinquency, and assisting victims of crime.

**Vision of OCJP**

By working with local enforcement agencies, district attorney offices and communities throughout the state, OCJP envisions a safer California for all its citizens by supporting and putting into action crime prevention, victim services and law enforcement programs.

**State Advisory Group (SAG) on Juvenile Justice and Delinquency Prevention**

The State Advisory Group, as defined in subsequent reauthorizations of the JJDP Act, consists of members with special knowledge or training concerning the prevention and treatment of juvenile delinquency and the administration of juvenile justice. California's SAG consists of 23 members of which four are youth representatives. The remaining 19 members represent one or more of the following categories: elected officials from local government; representatives from law enforcement and juvenile justice agencies; representatives from public agencies; representatives from private nonprofit organizations; volunteers who work with delinquents; youth workers from programs that provide alternatives to incarceration; persons with expertise in the problems of school violence, vandalism, and alternatives to expulsion; and/or persons with expertise in learning disabilities; child abuse and neglect; and youth violence.

## **State Advisory Group Members**

Walter Allen III  
Charlotte Austin-Jordan  
Jeffrey Bennett  
Kathy L. Bonner  
Joseph Brandolino  
Keith D. Bushey  
Phillip Chen  
Jennine Contreras  
Gaye Lynn Galvan  
Stan Hanstad  
Cora Hardy  
Debra Hoffman

James Howard Sr.  
George Jaramillo  
Carlos Kristales  
Duane Lyons  
Christy McCampbell  
Daniel Monez  
Victor Mow, Acting Chair  
James Panetta  
Barbara Patison  
Harriet Salarno  
David Saltzer

## **State Advisory Group Subcommittees and their Roles**

There are five standing subcommittees within the SAG, which include: the Executive Subcommittee, the Legislative Subcommittee, the Advocacy Subcommittee, the Policy & Training Subcommittee, and the Planning and Research Subcommittee.

### **Executive Subcommittee**

prepare annual report to the Governor, Legislature, OJJDP;  
advise SAG on matters of policy and procedure; and  
develop annual calendar of activities for SAG approval.

### **Legislative Subcommittee**

propose, track, and support new legislation and amendments to existing legislation that will improve the juvenile justice system.

### **Advocacy Subcommittee**

examine the issues confronting the juvenile justice system;  
develop procedure for compliance with the mandate of the Act;  
develop procedures for regular input from juveniles under the jurisdiction of the juvenile justice system;  
advocate on behalf of juveniles under the jurisdiction of the juvenile justice system  
advocate for more youth members to be appointed to the SAG; and  
prepare recommendations to the California Council on Criminal Justice (CCCJ) regarding the direction and policies of the juvenile justice system.

### **Policy and Training Subcommittee**

assure compliance with Sections 223 (a) (12), (13), and (14) of the JJDP Act;  
develop a monitoring plan to maintain compliance;

propose a training plan for SAG members and practitioners in the field of juvenile justice and delinquency prevention; and  
develop policy recommendations for SAG as directed by SAG chair.

### **Planning and Research Subcommittee**

determine the funding goals for all funds received through the JJDP Act;  
develop programmatic, eligibility, and rating criteria for OCJP/JJDP applications;  
approve State Plan and all related amendments; and  
develop research goals for SAG.

### **Juvenile Justice & Delinquency Prevention Branch**

The Juvenile Justice & Delinquency Prevention Branch (JJDP) was comprised of the following staff for the report period:

Todd Z. Browning, Chief  
Colleen Curtin, Criminal Justice Specialist I  
Jerry Fuhrman, Criminal Justice Specialist I  
Kimberly Garth-Lewis, Criminal Justice Specialist I  
Todd Hern, Criminal Justice Specialist I  
Glenn Lewis, Criminal Justice Specialist I  
Julie Lucero, Criminal Justice Specialist I  
Paul Melinkov, Criminal Justice Specialist I  
Cindy Quintana, Criminal Justice Specialist I  
Dena Salinas, Criminal Justice Specialist I  
Paul Willover, Criminal Justice Specialist I  
Diane Wood, Secretary

### **Juvenile Justice & Delinquency Prevention Grant Programs**

The Juvenile Justice & Delinquency Prevention Branch provided funding for programs under Title II (includes Local Planning Units), State Challenge Activities, Title V, and Juvenile Accountability Incentive Block Grants.

### **Compliance with OJJDP Core Requirements**

In order for states to receive formula funding, they must be in compliance with the four core requirements of the JJDP Act. The four core requirements are: 1) Deinstitutionalization of Status and Nonoffenders; 2) Jail and Lockup Removal; 3) Separation of Juveniles and Adult Offenders; 4) Disproportionate Minority Confinement (DMC). During the funding year July 2000 — June 2001, OJJDP certified California was in full compliance.

### **Title II Program**

The Title II Formula Grant Program provides funding for delinquency prevention, intervention and alternatives to incarceration. California directed Title II funding to Positive Alternatives

Programs, Delinquency Prevention and Intervention Programs, Challenge Activities Programs, and Disproportionate Minority Confinement (DMC).

### **Title II Highlights**

500 youth received academic support services such as tutoring and literacy skills in English Composition;  
1,300 youth were identified for Police/Sheriff Activities League services;  
Counseling services were provided to 300 youth; and  
100 parents participated in Parent and Youth classes.

California grantees received \$8,419,000 for delinquency prevention and positive alternative activities. These services concentrated on academic enrichment such as tutoring, arts, and dance for the youth s academic and pro-social growth. The Intervention projects such as substance abuse and teen development focused on preventing the escalation of violence and delinquency among youth already in the system.

### **Exemplary Title II Projects**

#### ***City of Chino***

#### ***The Chino Experience***

The Chino Experience is an after school recreation and case management program that is conducted during after school and early evening hours and weekends. Various programs are held at two junior high sites as well as a center that is located in the middle of town between the two junior highs. Field trips and special events are also offered as part of the program.

The case management portion of the program involves high-risk youth being referred into the program by city, school district and police personnel. The referred youth and their family meet with a case manager to develop a plan of action to address each individual case. The project youth are then monitored for a three-year period to assess progress and to make adjustments as necessary to their plans.

The Chino Experience building was completely renovated from a shell of a structure that was burned from an arson fire from the previous owner. The City of Chino purchased the building in the hope of creating a teen center. The City of Chino and OCJP provided funding to help restore the building. The building is done in a 1950 s theme with a black and white checkered floor and dining booths for recreational activities. This project is a model after-school, early evenings and weekend recreation and case management program that is designed for seventh and eighth graders. Various programs are done at the center as well as at other sites for field trips and special events. The Chino Experience



served approximately 300 youth during this report period. The project has done very well in meeting the expected outcomes for the youth involved. The program has been well received by the youth of Chino and has grown consistently during the past year. Implementing the after school program has received an overwhelmingly positive response from the community. It shows the desire of the youth of Chino to participate in the offered activities and to become positive role models for other youth. The addition of the Chino Experience Recreation site has decreased juvenile offenses that were occurring in the target community by offering positive alternative activities to youth.

***Council on Alcoholism and Drug Abuse  
Santa Barbara Teen Court***

The Santa Barbara Teen Court is a diversion program for first time offenders ages 10 — 17, who have committed a misdemeanor offense. A prerequisite into the program is an admission of guilt by the offender. In lieu of regular juvenile court, the minor appears before a jury of his/her peers who decide upon a legally binding sentence drawn from a menu of offense-specific sentencing options. The offender's parent(s) are required to attend the initial intake appointment as well as the Teen Court hearing.

The Santa Barbara Teen Court has been recognized at the local, state, and national levels. Santa Barbara County Schools recognized the Teen Court for its participation in the schools Understanding the Juvenile Justice System education program. Teen Court outreached to 4,065 students through 85 Mock Trial presentations across Santa Barbara County.



**Above: LYRIC participants.**

***Lavender Youth Recreation and Information  
Center (LYRIC)  
San Francisco, California***

Founded in 1988, LYRIC is the only multi-service community center in the Bay Area for lesbian, gay, bisexual, transgender, and questioning youth offering peer-based education, advocacy, recreation, information, and leadership opportunities. The project, Healthy Alternatives for Sexual Minority Youth, provides support services, counseling, and recreation to minority youth struggling with issues regarding sexuality.

The LYRIC vision is that all lesbian, gay, bisexual, transgender and questioning youth live in a world in which they are respected; have access to a support system of peers and allies; receive wide-scale institutional recognition of and sensitivity to their



needs; lead healthy and rewarding lives ; believe in their own power; and are actively involved in leadership roles within their communities.

During this report period, case management services such as wilderness trips, literacy and computer skills training and counseling about gay and straight lifestyles were provided to 30 youth. Approximately 75% of project participants were minorities. The National Youth Talkline designed to foster communication among targeted youth received 28,000 calls. Additionally, the project held Community Prevention Board meetings to develop a plan to work more closely with law enforcement, education, and social/mental health agencies in the San Francisco Bay Area.

### **Local Planning Unit (LPU)**

The Governor's Office of Criminal Justice Planning originally created 26 Regional Planning Units (RPUs) in the late 1960s to comply with and receive subgrants of federal Law Enforcement Administration Act (LEAA) block grant funds. When Juvenile Justice and Delinquency -Prevention (JJDP) funds began in 1974, they comprised only a small portion of available funding which included LEAA. When LEAA became obsolete, some RPUs continued as Local Planning Units (LPUs) under the 1973 enabling legislation (AB 1306). This legislation allowed counties to establish local planning units. Each unit or district would be required to establish local criminal justice planning boards. Today there are three LPUs in the state: Santa Cruz, Monterey and San Benito Counties for a combined total of \$233,228 (Region M), The City of Los Angeles for \$1,266,878 (Region R) and San Mateo County for \$191,656 (Region H).

### **Exemplary Local Planning Unit Projects**

#### ***Local Planning Unit - Region H***

Administered by the Criminal Justice Council of San Mateo County

Five (5) subgrants funded:

##### ***Menlo Atherton U-Turn Program***

Provides tutoring, mentoring, goal setting, and training to 20 high-risk students, as well as parent training and education to the parents/guardians of the 20 students. The goal is for all 20 students to remain in school, learn positive behavior and attitude patterns, stay out of the criminal justice system, learn to study and improve their grades, and to set and reach goals. At least 22 students participated in the program. These youth achieved a GPA of 2.0 or better, learned to read fluently, developed the ability to work independently, attained basic computer skills, and achieved 100% attendance.

##### ***Ending Violence***

The Ending Violence Program provided Anger Management Group counselors to a community where this resource was sorely lacking. Over 389 youth were referred; 285 students were screened; 21 students dropped out of treatment; and 92 students completed treatment. Significant changes in the youth were seen such as increased school attendance, decreased subject failure, increased ability to follow rules, decreased use of alcohol and drugs, decreased participation in gang activities, and reduced delinquent behavior.

### *Youth Achievement Program (YAP)*

During its first year of operation, the YAP was able to serve 28 students with case management and tutoring assistance, many of who had been involved with local diversion programs or the probation department. The program also provided parent workshops and support groups. Though participation in YAP, 13 students showed improvement in their GPA. The number of arrests or incidents of violence decreased from 69 to 43 incidents (38% decrease) during the year.

### *Youth and Family Accelerated Resource Center (ARC)*

The ARC program was established primarily to target probationary youth that had been failing school and dropping out. The ARC is a school and educational program with curriculum focussed on high-risk youth. The students referred to ARC typically showed multiple risk factors including defiant behavior, gang involvement, substance abuse, low self-esteem, poor school attendance, and problematic peer and family behaviors. Seven students graduated from ARC's school- all completed their coursework with good grades and attendance.

### *East Palo Alto (EPA) Youth Diversion Program*

The EPA Diversion Program provides individual, family, and group counseling sessions in English and Spanish, as well as guest speakers and case management. Twelve first-time offenders and two at-risk youth (for a total of 14 youth) were enrolled in the EPA project and are receiving services. To date, one youth has successfully completed the program, 13 are actively participating in the program, and none of the 14 youth have reoffended.

## **Challenge Activities Program**

The State Challenge Activities program was authorized under the 1992 amendment to the JJDP Act of 1974, Title II, Part E. The intent of the program is to provide incentives for States participating in the Formula Grants Program to develop, adopt, and improve programs in one or more of the ten specified

Challenge Areas to improve their juvenile justice systems. California grantees received \$996,000 and projects were funded in the following four Challenge Activities: (C) Community-based alternatives to incarceration; (G) Deinstitutionalization of status offenders; (H) Alternatives to school suspension and expulsion; and (I) Aftercare Services.

These services increased the community-based alternatives to incarceration by establishing programs such as expanded intensive supervision probation, mediation, and community service for juveniles appropriate for these programs.

### **Challenge Activity Highlights**

300 at-risk youth received delinquency prevention and intervention services;  
210 youth received school dropout prevention services;  
4,000 hours of conflict resolution and mediation services were provided to 250 youth;  
1,500 youth received tutoring and counseling; and  
4,000 community service hours were recorded.

## **Exemplary Challenge Projects**

### ***San Joaquin County Probation Community Justice Conferencing (CJC)***

The Community Justice Conferencing is a restorative justice model that: 1) imposes sanctions on the offender; 2) addresses the needs of the victim; 3) restores justice to the community through a mutually agreed upon course of action. CJC provides an intermediate sanction for 50 youth/family members between the ages of 13 and 17 who have been formally charged by the court with a court violation but who, after screening for eligibility, are determined to be appropriate candidates for CJC. To date, a CJC mediation program has been implemented in the southern portion of the City of Stockton, 12 volunteer facilitators have been recruited and trained, and none of the juveniles participating in the program have reoffended.

### **Disproportionate Minority Confinement**

The Juvenile Justice and Delinquency Prevention Act mandates each state to fulfill the DMC core requirement. In summary, states must determine whether or not minority juveniles are disproportionately confined in state and local juvenile facilities, assess why DMC exists, and develop and implement a plan of action for reducing DMC. The three phases of DMC are: (1) Identification- determine the extent to which DMC exists via data collection; (2) Assessment- assess reasons for DMC; and (3) Intervention- develop programs to address DMC. Progress is reported to the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) in the State 3-year plan and subsequent plan updates. OJJDP's review of state DMC activity for the year 2000 indicates that 48 states have completed one or more of these phases. California has completed the identification phase and submitted DMC Matrices to OJJDP for the years 1998 — 2000.

### **Title V Program**

The Title V Delinquency Prevention Program is based on collaborative community program design that identifies risk and protective factors for a target area. The program seeks to address these factors at the earliest appropriate stage in each child's development. The target population are at-risk children in a target community.

#### **Title V Highlights**

2,300 youth received athletic and self-esteem services;  
765 youth received school-based case management programs that provided counseling, truancy prevention, tutoring, life skills and teen parenting services; and  
100 parents attended Parent Education classes.

California grantees received \$4,662,000 in Title V funds for school safety and delinquency prevention activities. The services provided by grantees range from reducing the threat of school violence on and around the campus to operating alternative educational academies for delinquent youth.

## **Title V Exemplary Project**

***County of Sacramento - Department of Health and Human Services  
Oak Park C.A.R.E.S. (Champions Attachment, Resiliency, Education and Skills)***



*Problem areas addressed in grant proposal:*

Poor parenting skills resulting in high rates of child abuse and neglect;  
Lack of academic performance and high drop-out rates resulting in high rates of crime committed during after-school hours; and  
Lack of job preparedness among area youth, which often leads to crime, gang affiliation, and/or economic deprivation.

*Overall accomplishments relating to each problem area:*

Increased parenting classes from one to five (including classes in Spanish, Mien, and Hmong;  
Implemented after-school programs in all of the secondary schools in the target area; and  
Implemented a youth employment program.

*Program components with specific accomplishments:*

The Oak Park C.A.R.E.S. strategy has been developed to coordinate existing resources. The strategy includes family, school, and community strategies, which allow clients to seek services at any one of these levels. Services will be implemented through collaborative clusters. The Family Cluster coordinates primary prevention strategies for the youngest age group. The School Cluster focuses on the development of after-school programs and pro-social events for gang affiliated youth. The Community Cluster enhances employment preparedness, community service and employment opportunities for youth.

**The Family Cluster** (programs serving 5 to 7 year-old children)

*Reading Readiness Initiative* - A Parent Empowerment Trainer conducted Train-the-Trainer classes for parent leaders from the community. These parent leaders, in turn, conducted Reading Readiness classes at six community sites. A total of 230 area parents attended these classes.



**Above: Youth participate in a Teen Pageant .**

This program has provided parents with the knowledge and skills they need to provide adequate family support, improve communication, and become actively involved in their child's schooling. The children are encouraged to read, and as a result, will more likely be committed to learning, show improved academic performance and have higher self-esteem.

*Parent Child PlayGroups* - The Parent Empowerment Trainer worked with parents to teach developmentally appropriate family-child interactions through family playgroups. Total participation in the program was 178 children. In addition, 12 Child's Play special field trips were held for children and their parents. The Parent/Child PlayGroups have given parents the ability to provide strong family support, communicate effectively, and have provided their children with opportunities for creative activities in a caring neighborhood environment.

### **The School Cluster** (programs serving 5 to 12 year-old children)

*Theater Camp* - The City of Sacramento's Performing Arts/Theater Camp reached 230 youth at eight area sites, including six elementary schools, a community school, and a community center. Theater Camp has provided area youth with exceptional opportunities for creative activities and has given them an opportunity to be engaged in positive after-school activities.

*Boy Scouts and Girl Scouts* - Scouting provides youth with opportunities for alternative after-school activities, building relationships with caring adults and peers, and developing positive self-esteem. The Girl Scouts' Whiz Kids program reached 452 youth at six area schools. The Boy Scouts' Urban Emphasis Scouting Program reached 81 youth at four separate packs/troops in the area.



**Right: Project participants costume hunt for Halloween**

## **The Community Cluster** (programs serving 13 to 17 year-old children)

*YouthWORKS* - The YouthWORKS program provides assets for positive teen development. Teens who participate develop positive relationships with caring adults, experience a caring school environment and stay engaged in their school activities. YouthWORKS teens use their time constructively, work on homework daily, and develop social competencies such as interpersonal skills and tolerance for cultural diversity. This year, the YouthWORKS after-school program reached 446 youth at six area sites.

*Mentoring/Tutoring Program through California State University Sacramento (CSUS)* - The mentoring/tutoring program conducted by CSUS connects non-parent adults (college-aged mentors) with teens. This relationship gives the teens the opportunity to have adult role models that model positive, responsible behavior. Sixteen CSUS students were trained as mentors. These mentors developed mentoring/tutoring relationships with 25 youth at two community sites.

### ***Ballet Folklorico Estrella Oceanside, California***

The Ballet Folklorico Estrella project focuses on the Crown Heights area of the city of Oceanside, located in North San Diego County. In the Crown Heights area, over 90% of the youth population is defined as at-risk due to being economically disadvantaged and achieving at a low educational level due to a lack of English skills. The Ballet Folklorico Estrella group has 150 students in 4<sup>th</sup> - 12<sup>th</sup> grades who through recognition of their culture and heritage, stage dance performances throughout California and the nation.



***Ballet Folklorico Estrella project participants.***



***Above and right: Ballet Folklorico Estrella dancers at their best!***



The project consists of the four following components: 1) after school practice; 2) summer sessions; 3) performances; 4) weekend and vacation activities. Ballet Folklorico Estrella has been featured in several newspaper articles and various publications. Their instructor, Olga Del Castillo, was named San Diego County's AfterSchool Hero of the Year. The group has received numerous awards locally and nationally and performed at the OJJDP Back to Basics Training Conference in May 2001 in San Diego.

### **Juvenile Accountability Incentive Block Grant (JAIBG) Program**

Since 1998, the Juvenile Accountability Incentive Block Grant Program has been made possible through an annual federal appropriation. Through this appropriation, the State of California received \$21,322,800. The State of California grants these funds to units of local government based on a formula calculation, with remaining funds being used to provide services at the State level.

Funds made available through this appropriation have a stated purpose of promoting greater accountability of juveniles in the juvenile justice system. Thus, units of local government seeking to apply for funding must develop and implement programs with the aim of holding juveniles accountable. Funds can be used for hiring judges, attorneys, police, and probation officers; building and renovating correction/detention facilities; school-based referral programs to law enforcement of student delinquents; interagency communication systems; hiring ancillary personnel and training; and, for drug/teen courts. To ensure that the funds are used for accountability purposes all funds must be expended within one or more of the twelve purpose areas stated in the legislation and guidance manual.

#### **Exemplary JAIBG Programs**

##### ***Riverside County Juvenile Offender Program Riverside County, California***

The Riverside County Juvenile Offender Program consisted of three components. The first was the construction of a new juvenile detention center in the southwest portion of Riverside County encompassing the cities of Temecula, Murrietta, and Perris. The construction of this facility has reduced travel time to Riverside Juvenile Hall for law enforcement and families and added 99 additional detention beds to the county.

#### **JAIBG Highlights**

6975 juveniles participated in accountability programs;  
800 truants were served by school-based truancy programs;  
3,300 curfew calls were made by law enforcement;  
Warrant clearance rates increased by 80%;  
Intra and inter-agency communication improved by purchase of network server systems;  
2,894 drug tests were conducted by Drug Court Programs; and  
3,000 hours of conflict resolution were provided.

The second component was the establishment of a Juvenile Warrant Arrest Team. The team served the entire county and was very popular with the courts and law enforcement for holding juvenile offenders accountable who were on warrant status. Their success was reflected by the project clearing over 1,100 warrants. In fact, they were so effective that many juvenile offenders voluntarily surrendered as a result of phone calls.

The final component provided teleconferencing/televideo equipment and ISDN line installations at five Riverside County Probation Department juvenile facilities, the juvenile court, and at each of the ten juvenile probation field offices. The equipment is used for interviewing wards by law enforcement officers, attorneys, and probation officers, to conduct parent and family visits, and for video interagency screenings of difficult cases with wards in detention. Additionally, the equipment is used for the use of videoconferencing court hearings, reviews, and detention hearings at remote juvenile sites, and on-site staff training and information sharing meetings. This component of the JAIBG program was featured in *The Desert Sun* newspaper.

### ***Client Assessment Recommendation Evaluation Project Los Angeles, California***

The Los Angeles County Public Defender's Office implemented the Client Assessment Recommendation Evaluation (C.A.R.E.) Project. This project has integrated psychiatric social workers, paralegals, and mental health and educational resource specialist attorneys into the Public Defender's Office defense team.

Lawyers in the juvenile division of the Los Angeles County Public Defender's Office work with psychiatric social workers, paralegals, and mental health and educational resource specialists attorneys from the earliest stage of the juvenile delinquency proceeding through post-disposition planning. Intervention at the early stages, combined with intensive treatment and wrap-around services in the community, serves to enhance the opportunities for troubled children to successfully reintegrate into the community.

The C.A.R.E. Project recently received the National Association of Counties Achievement Award and Los Angeles County Quality and Productivity Award. Additionally, they received recognition for outstanding service to children from the Inter-Agency Council on Child Abuse and Neglect.

### ***County of San Joaquin Peacekeeper Enhancement Project Stockton, California***

The County of San Joaquin's Peacekeeper Enhancement Project expanded the scope of Operation Peacekeeper within the City of Stockton, and into the neighboring communities. This project is an outreach program to help facilitate transitions from gang lifestyles and relieve tensions among gang members through mediation and conflict resolution strategies.

#### *Peacekeeper Fact Sheet (as of December 2000)*

Gang related homicides have fallen from 1997 when there were 20. In 1999 there were 11. In December 2000, there were four;  
In 1994, the average age of the victim in a gang-related homicide was 16.9 years. The average age of those arrested for gang related homicide is 24.5 years;  
Overall homicide is down from 47 in 1997 to 32 in 2000;  
Positive change is also reflected in the number of persons killed by a firearm within the City of Stockton. In July 1997, 24 people were killed. In July 1998, the number had fallen to 11. As of July 2000, 11 people under age 24 were killed by a firearm in Stockton; and  
Overall school-based crime is down 40% in the Stockton Unified School District as of July 2000. School-based crime is down, depending on the school from 38% - 70%.



## **Evaluations**

In April 2001, the office completed a process evaluation of eight Title V grantees in California. The projects were located in the counties of San Diego, Orange, San Mateo and Santa Barbara. The selected findings are described below.

### ***Delinquency Prevention Programs and Services***

All of the projects considered in this report emphasized recreational/sports programs as well as life skills education (e.g., drug and gang awareness, health and safety education, employment skills, conflict resolution, etc.). Individual projects augmented these services with other activities such as academic enrichment, community events, counseling, parenting classes, and truancy reduction programs.

Title V grant recipients are required to implement prevention strategies that address local risk factors for delinquency (Federal Register, Vol. 59, No. 146, 1994). Projects implemented programs and services that corresponded closely to the risk factors they identified. Project staff were able to articulate the connections between the programs and services they implemented and the priority risk factors they identified. Interestingly, different projects implemented several types of programs and services to target the same risk factors. Moreover, a single type of program or service was often used to address more than one risk factor.

Project staff reported that Title V grant-funded activities resulted in a number of positive outcomes for the communities they served. According to project staff, project activities helped improve police-community relations, increased the capacity of residents to solve local problems, and provided important connections and job opportunities for local adults. Taken together, these outcomes suggest that Title V projects may be of significant value to the communities they serve regardless of whether they produce measurable reductions in delinquency.

Grant recipients were successful in their efforts to find sources of support that would make it possible for them to continue project activities beyond the Title V grant award period. Projects sought additional grants from a variety of sources. Project directors felt, however, that since reliance on limited-term grants inhibits long-term planning, such reliance may not be the most effective strategy for meeting the Title V Program goal of ensuring the continued existence and self-sufficiency of delinquency prevention projects. In addition to grants, two projects received funding and/or resources from local government agencies or from local school districts. Three projects planned local fund raising campaigns. Two projects generated some income from project activities.

### ***Project Participation***

The majority of project participants were junior-high and high-school-age students. These two age groups account for more than 60% of all project participants.

With few exceptions, project participants more or less reflected the populations of the target communities in terms of race and ethnicity. Based on project estimates, Title V projects considered in this report focused on Hispanics to a greater extent than on other racial or ethnic groups. In five of the eight target communities examined, Hispanics either constituted the majority of the population or were the largest non-white minority group.

Title V project staff employed a number of creative strategies to attract and retain their target participants. According to project staff, factors such as transportation problems, fear of authority figures, and language barriers made it challenging to attract target participants to project activities. To overcome these obstacles, projects held activities in convenient locations, advertised in a variety of public spaces, offered incentives to increase youths willingness to become involved, and sometimes provided transportation.

## **Recommendations**

The following recommendations emerged from this research:

### **OCJP should encourage Title V grant applicants to utilize training and technical assistance offered by the Office of Juvenile Justice and Delinquency Prevention.**

The Office of Juvenile Justice and Delinquency Prevention offers training and technical assistance free of charge to communities applying for Title V grants. Training sessions are designed to familiarize grant applicants with the risk-based prevention model, to help grant applicants conduct community assessments, and to develop three-year community delinquency prevention plans. Such assistance and training should strengthen the planning process and may help projects conduct more systematic and comprehensive assessments of local risk factors for delinquency.

### **Title V projects should consider collecting more comprehensive data on project participants.**

More complete data on project participants would provide a better picture of the number and characteristics of individuals served by Title V projects. This data would also be essential for conducting evaluations of individual-level outcomes. Because it is often difficult to collect data on individual participants, it might be worthwhile for projects to focus their efforts on core project components where duration and intensity of participation make it practical and possible to collect data on individuals.

### **Future evaluations should focus on specific types of delinquency prevention programs or services.**

Because the scope of this evaluation was broad, it was possible to analyze general processes common to all delinquency prevention projects (e.g., planning, identifying risk factors, attracting and retaining target participants, finding local sources of support). However, the eight projects considered in this report were quite disparate in terms of the types of programs and services they implemented, and even in terms of the age groups they targeted, it was difficult to examine program operations in-depth or to make meaningful comparisons at the service-provision level. To determine the types of delinquency prevention program or service to be evaluated, one might focus on those that are most frequently implemented. Based on the findings of this evaluation, life skills education or recreational and sports programs would be a logical choice for a future evaluation.

## **JJDP Branch Accomplishments**

### **Technical Assistance to OCJP by OJJDP**

Comprehensive training is planned for the State Fiscal Year (SFY) 2000/2001. OCJP has been working in collaboration with OJJDP and Developmental Services Group (DSG) to provide comprehensive training for our grantees. In December 2001, a training needs assessment was mailed to all project directors regarding the four block grants (Title II, Challenge, Title V, JAIBG) that OCJP administers. We look forward to this training and working with our grantees, OJJDP, and DSG.

### **Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders**

In the SFY 2000/2001, OCJP along with representatives from OJJDP and the National Council on Crime and Delinquency (NCCD) met with Orange and Solano counties key leaders to discuss the implementation of the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders. As a result, Orange County is considering implementing the strategy while Solano County has decided to defer implementation for the near future.

### **Grantee Training**

The Juvenile Justice and Delinquency Prevention Branch conducted two training sessions during this report period. The first training was held in November 2000 for current JJDP grantees. Approximately 270 project directors, financial officers and project staff attended the training. The purpose of the training was to update the grantees on changes in the JJDP branch, review the application kit for the next funding cycle and familiarize the grantees with our administrative and programmatic requirements.

The second training was held in February 2001 and was an applicants workshop for units of local government that were eligible to receive grant funds under the Juvenile Accountability Incentive Block Grant 2000 Program. Approximately 100 potential grantees attended this workshop.

### **Site Visits**

JJDP Branch staff routinely conduct site visits on JJDP Branch funded programs. Normally site visits will be conducted within the first six months of a grant year, depending upon branch priorities. The purpose of the site visit is for OCJP staff to make an on-site assessment of current project progress, to ensure they are in compliance with state and federal regulations and to provide technical assistance. The branch conducted 109 site visits during this report period.